

LEA Application Part II

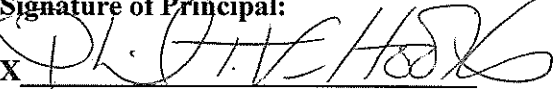
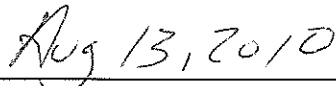
ATTACHMENT III

Vetal Elementary

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Vetal Elementary - 368	District Name and Code Detroit Public Schools 06693
Model for change to be implemented: Turnaround	
School Mailing Address: 14200 Westwood Street Detroit, Michigan 48223-2819	
Contact for the School Improvement Grant: Name: Marcia Morrow/Philip Van Hooks Position: Principals Contact's Mailing Address: 14200 Westwood Street Detroit, Michigan 48223-2819 Telephone: (313) 852-0710 Fax: (313) 852-0771 Email address: marcia.morrow@detroitk12.org or Philip.vanhooks@detroitk12.org	
Principal (Printed Name): Marcia Morrow/Philip Van Hooks	Telephone: (313) 852-0710
Signature of Principal: X 	Date: 
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Male subgroups are performing below State proficiency standards due to high absenteeism and other outside distractions. Another low performing subgroup is students with disabilities. Failure to correctly diagnose learning difficulties or address individual learning styles has caused many students to fall behind and/or be retained. More intense concentration on math and reading skills will help bring these subgroups to a higher performance level.

(See Attached Data Profile) Sub Group Academic Data Analysis

Percent of Subgroup Meeting State Proficiency Standards

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	95.3	95.3				
Race/Ethnicity	95.5	95.5				
Students with Disabilities						
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	31.4	38.7	61.2			
Female	44.0	48.2	63.5			
Aggregate Scores						
State			85.3			

Subgroup Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities	47	X			8			3	
LEP									
Homeless									
Migrant									
Gender									
Male	261	X							
Female	247	X							
Totals	508								

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# Promoted to next grade	Mobility	
					Entering	Leaving
SES	15				0	0
Race/Ethnicity						
Disabilities	47					
LEP						
Homeless						
Migrant						
Gender						
Male	261					
Female	247					
Totals	508					

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropouts	# Promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	# of Students who have approved/reviewed EDP on file
6					
7					
8					
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at:
www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I School Wide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input checked="" type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input checked="" type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: Examples include: Smaller Learning Communities and Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Vetal's Instructional Leadership Team (ILT), along with the teachers and all other stakeholders, are committed to using multiple forms of student achievement data and assessments to engage ongoing individual and group progress toward mastery of key Grade Level Content Expectations (GLCEs). Using the analysis of these multiple forms of data, teachers at Vetal will employ highly effective, research-based instructional strategies in a differentiated manner to provide students with the appropriate academic support they need to advance their exhibition in mastering key skills and concepts. By focusing on continuous improvement, meeting to review data, collaborating on lesson plans and assessments, guiding student interventions and planning for outcomes, these learning communities will build capacity in each other and in the school to increase achievement.

School leadership teams will collaborate with support staff and the student governance committees using common prep periods, grade level meetings, professional learning communities, staff meeting and professional and staff development to review and analyze data. The Vetal staff will also develop an ingenious means of communication that revolves around the parents, community, and all other stakeholders. There will be a massive increase in promoting the use of technology with outside consultants rendering technological professional development. All students will have access to 21st century technology with adequate technology labs.

The faculty at Vetal has a strong commitment to increasing student attendance as another lever for change. Students missing school has a strong correlation to declining scores. By conducting ongoing analysis of attendance patterns and trends and developing some data-informed interventions to improve school climate, they expect to move toward a marked reduction in the amount of student suspensions, transience and absences. Loss of student instructional time is a key barrier to student achievement and the staff has agreed to commit to a set of practices that protect instructional time, regardless of the external threats. They have agreed to:

- Developing a clearly-defined, fully implemented and well-supported student behavior model
- Setting clear expectations for student behaviors to minimize disruptions to instructional time
- Developing in-house suspensions to keep students in school and engaged in completing class work rather than banned from the campus
- Ensuring teachers work on engaging lessons and articulate pacing to support high mobility students that transition often between and among schools.

The administration will monitor the paced instruction through classroom observations, peer review and study groups to ensure that attendance becomes a high priority for both students and staff.

Supporting and reinforcing positive behavior is a key component to increased student attendance rates. Positive Behavior Support (PBS) is a corrective self-discipline classroom intervention that is used to prevent students from excess suspensions.

PBS incorporates an agreed-upon contract between the teacher, the student and the parent to which the student must adhere to prevent being referred to the office. Students are taught how to be respectful, responsible and safe during arrival and departure to and from school, recess, lavatory time, walking in the hallways, in the classroom, cafeteria, office, field trips and on the school premises.

When students are in violation of the Student Code of Conduct, there is a process and procedure that must be followed before a referral is sent to the office. The student is given a verbal warning, a written warning that reflects the student's behavior to infuse self adjustment and a phone call to the parent. The student must sign a PBS form whenever there is a violation. PBS is a tool that is used to teach respect for self and others.

2. Explain the school's ability to support systemic change required by the model selected.

The Principal and Instructional Leadership Team at Vetat will employ a variety of strategies and processes to ensure a high degree of collaborative engagement on the part of parents, the community and outside experts. Individually and as partners, the Vetat staff and Teachscape are fully committed to the urgent transformation of student achievement at the newly-created Vetat School – rapidly, transparently, dramatically and measurably.

The proposed activities to drive, support and sustain these goals are embedded in these three overarching levers of change:

- (1) **Transformation Leadership** – building the capacity of the leadership as successful turnaround leaders who effectively mount, support and sustain research-based change strategies and practices
- (2) **Effective Teaching** – promoting and supporting the use of research-based instructional strategies to ensure effective instruction in every classroom
- (3) **A Pervasive Data Culture** – collecting, analyzing and applying a range of achievement, instructional, operational and trend data to identify needs, inform interventions, guide instruction, monitor implementation of the interventions and measure their impact

The school will partner with Teachscape and other ancillary service providers/services to build a municipality to drastically improve and sustain increased student achievement.

3. Describe the school’s academic performance in reading and mathematics for the past three years as determined by the state’s assessments (MEAP/MME/Mi-Access).

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3	50	52	76	63	62	55
4	47	43	88	55	67	85
5	30	72	50	83	62	30
6	27	60	80	24	54	49
7	23	39	67	34	49	59
8	65	40	80	31	56	45

There has been a marked increase in reading scores at all grade levels, showing improvement over the years and closer alignment with state scores. The challenge area for many grade levels continues to be mathematics, particularly in grades 3, 5, 6, and 8, where overall performance scores declined last year.

Seventy-three (73) students with disabilities were enrolled at Vetat last year. Of those tested in 2009-2010, 48.6% met or exceeded the Michigan Performance Level Standards. This represents a significant rise from the results of the prior three years for

this group of students. Students with disabilities were challenged to keep pace with their general education peers, of whom 63.2% met or exceeded the state performance level standards.

Some of the causes in the gaps mentioned include high transient rates, teacher absences, a district-wide drop in male attendance rates after third grade and Grade Level Content Expectations (GLCEs) not being aligned with the Detroit Public Schools pacing charts, as well as some GLCEs remaining unaddressed. Each of these causes can and will be addressed as part of the turnaround efforts. The need for a highly committed, 100% highly qualified staff is readily apparent. Continuity of instruction remains an issue in transient areas.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

In order to build a data-informed culture of continuous improvement, the school has partnered with Teachscape, an educational consulting firm focused raising student achievement by improving teaching practice. As a national organization, Teachscape has over ten years of experience working collaboratively with schools to drive, rapid, dramatic, measurable and sustainable improvements in teaching and learning in classrooms, schools and districts in New York City, Baltimore, Boston, Virginia, North Carolina and others. In Year One of the partnership, these specialists will provide professional learning opportunities that include workshop sessions and at-elbow modeling and coaching for the instructional leaders and classroom teachers to enable these professionals to use both instructional practices data and student achievement data to guide, monitor and measure the impact of the improvement strategies.

Improving Instruction to Improve Achievement

A common practice among high performing schools is the use of data to drive and support continuous instructional improvement (Tomlinson, 2003; Datnow, Park and Wolhsetter, 2007). Another is to link student data with teaching data to inform both teaching practice and drive measurable and dramatic changes in student achievement (Berry, Fuller and Reeves, 2007).

In Year One of the three-year grant, the partners will focus on collecting and analyzing instructional and achievement data, and using this to guide and inform instructional decisions. In Years Two and Three, Vet al will expand this to a full Response to Intervention (RTI) approach in which assessment data, instructional data and classroom instruction are intentionally integrated to promote improved instruction. The tiered RTI approach is built upon a base of high quality core instruction (Tier 1), and, for students who are not successful with this approach, additional support, focused on research-based

instruction and instructional materials, will be provided to address the students' learning challenges. For the small group of students not successful with quality core instruction or the increased intensity of Tier 2 additional support, the school will offer intensive, individualized interventions.

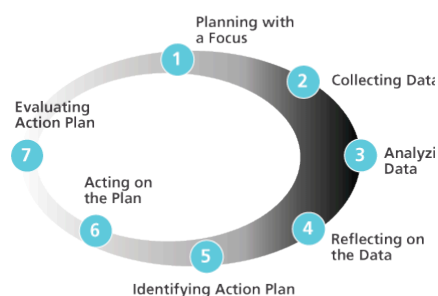
All three tiers will be guided by fidelity to the intervention, a deep understanding of student learning strengths and needs, and cultural responsiveness and sensitivity.

Year One – Building the Data Culture

As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three-year period: (1) the Teachscape Classroom Walkthrough Tool (CWT) and (2) REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Working with Instructional Leaders: CWT

Teachscape offers professional learning for the Vetral Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using a PDA; (3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty meetings, PLC sessions, ILT meetings, etc.; (5) using the analyzed data to collaboratively develop an Action Plan to address areas of concern; (6) implementing the Plan; and, (7) using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.



This iterative process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports and sustains changes in practice. It is supported through Teachscape's CWT software that syncs the data and uploads it seamlessly to a private, password-

protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set of walkthrough indicators ('look fors') can be completely customized by the school to represent their specific interests and needs.

Working with Instructional Leaders: REFLECT

Teachscape will help the leaders introduce REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers, assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Teachscape/Vetal partners will work with the teachers to identify data-informed professional learning.

Working with Instructional Leaders: Effective Teaching Strategies

As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Teachscape specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of research-based instructional strategies proven effective in improving teaching and learning. These will include:

- Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice;
- Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom;
- Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions; and
- Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

Although the bulk of Teachscape's work focuses on the capacity of instructional leaders (ILTs), Teachscape will work directly with teachers – explaining, modeling, co-planning and co-teaching to build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

Working with Teachers: Promoting Reflection and Self Analysis

Teachscape partners, at the request of the instructional leaders, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers.

The REFLECT camera, online reflection activities, peer discussions and self-analysis will frame the described activities.

Working with Teachers: Applying Effective Instructional Strategies

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade meetings or as part of faculty meetings, and will follow this up with observations, using the CWT tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively.

Instructional leaders will observe the work of the Teachscape specialists and develop plans to implement the work on their own.

Years Two and Three – RTI

Beginning in Year Two, Vetala and Teachscape will design, develop, and implement a three-tiered data-based Response To Intervention (RTI) approach to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier I

The RTI process begins by screening all students and identifying those at risk of not meeting proficiency. School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing Schoolwide Data**

In addition to screening, school leaders and Teachscape partners will conduct a comprehensive and in-depth analysis of the school's data – student achievement data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided.

Once the data systems are developed, the instructional leaders and partners need to identify and align research-based curriculum for the core academic areas.

- **Implementation of Scientifically-Based Curricula**

The school has committed to implement the findings of the National Reading Panel (2002) in selecting and implementing reading curriculum for Tier I that includes the five key components (phonemic awareness, phonics, fluency, vocabulary development and comprehension) and that also include explicit and systematic instruction, and organizational and instructional routines that are consistent across grade levels (Hughes and Dexter, 2007). Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

Teachscape staff will support the school staff in using these materials with fidelity by helping school staff unpack the MDE and Common Core standards, align the curricula – horizontally and vertically – with the standards, pace the curriculum relative to district guidelines and also provide opportunities for extra practice and for enrichment, and develop lesson studies focused on the aligned curricula.

Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate.

To ensure the selected curricula is aligned vertically as well as to standards, Teachscape partners will provide access to their Curriculum tool, which will align the curricula, and will offer professional learning workshops to help teachers and leaders

unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student.

Leaders, with support from the Teachscape partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity.

- **Assessments and Progress Monitoring**

Effective, achievement-focused instruction is based on ongoing assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DiBELS, Burst, Start Reading and others.

The Vet al staff have committed to using ongoing formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a 'backward design' (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscape partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction.

- **Differentiated Instruction**

Tier I instruction is designed as highly effective instruction for all students. Implementing this well rests on effective approaches to differentiation.

The Vet al faculty are committed to addressing student needs by differentiating instruction relative to deliver, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson's body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of their learning; and/or differentiating the content. Making this happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction. Teachscape will support this development by offering professional learning that is informed by data and provided through both

workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders. In addition:

- The partners have committed to facilitating self-analysis of teaching practice by engaging volunteer teachers in analyzing videos of their own practice and in framing strategies to improve their practice.
- Teachscape partners will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning.
- The Instructional Leadership Team will work with Teachscape partners to enhance their capacity to promote, support and sustain effective teaching practices and improved student achievement.
- School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Vetal faculty has already committed.

Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups (1-5) of youngsters with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching. Weekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through trained staff using research-based supplemental learning materials and resources.

Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to

participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

The Vetala staff and their Teachescape partners are committed to providing a tiered instructional approach that is rooted in ongoing and comprehensive assessment and progress monitoring, aligned to standards, informed by research-based curricula that is implemented with fidelity and paced intelligently, and offered by staff who engage in collaborative efforts to mount, analyze, refine and sustain the quick improvement efforts.

References

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Tomlinson, C. A. (2003). Differentiating instruction for academic diversity. *Classroom teaching skills*, 7th Ed, J.M. Cooper (Ed), 149-180. Boston: Houghton Mifflin.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development.

US Department of Education. (2009). *Using Student Data to Support Instructional Decision-Making*. Washington, DC: Institute of Education Sciences.

Wiggins, Grant and Jay McTighe. (1998). *Understanding by Design*. Alexandria, V: Association for Supervision & Curriculum Development.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

The Principal and Instructional Leadership Team (ILT) at Vetala Elementary recognize that truly data-driven instructional decision-making is complex, time-consuming work that cannot be sustained if sufficient collaborative time is not built into the weekly school

schedule and protected for this explicit purpose. As many have noted, given the multiple demands that compete for the limited time in the school day and year, it is often difficult to create and sustain such collaborative time. However, the ILT at Vetat places high priority on establishing a schedule that fosters ongoing substantive collaboration. With Teachscape's support, the ILT is committed to employing creative though practical means of reinforcing and extending the existing staff meeting and common planning time that currently exists (i.e. Wednesdays and Fridays).

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

The Principal and Instructional Leadership Team at Vetat will employ a variety of strategies and processes to ensure a high degree of collaborative engagement on the part of parents, the community and outside experts. This process begins with extensive surveys designed to identify the range of specific talents, interests and dispositions that individuals within the extended Vetat school community possess. Once those talents and interests are identified, the key is to establish processes to engage and capitalize upon those capacities. The ILT at the Vetat Principal's previous school was able to establish several subcommittees that were highly successful in creating forums for leveraging and channeling the school community's collective energies. These subcommittees included curriculum and instruction, technology, campus beautification, parent involvement, and performing arts.

The school will also collect parent satisfaction data through a variety of means including parent surveys; LSCO/PTA meetings; Open Houses; Family Math, Science and Reading Nights; Parent Room and parent-teacher conferences. These processes are critical, given the importance—and challenges—associated with establishing a high level of parent involvement in urban schools.

Informed by survey data, the plan is to use various collaborative forums including face-to-face and online opportunities. Some planned face-to-face ongoing activities include weekly staff meetings to discuss both progress and setbacks. Grade level meetings supply feedback from experienced teaching staff. Norms for these meetings are informed by the highly regarded Comer protocol for collaboration. The principal at Vetat is deeply committed to a shared, distributed leadership model in which different members of the community are encouraged, supported and held accountable for providing the leadership in key domains needed to achieve the dramatic improvement that the Vetat community seeks.

In addition, Vetat's partner, Teachscape, provides a rich array of Internet-based multimedia resources to deepen content knowledge and to promote the use of proven, research-based practices. Enhancing the knowledge and skills in both content and

pedagogy for administrators and teachers equates to improved achievement for students.

Other opportunities for teacher leadership may take the form of volunteering to be on the school improvement team, or being a member of a school committee. Vetal encourages staff members take on leadership roles at staff meetings to discuss areas of importance to the school. Professional development opportunities for teaching staff include support staff as well. Paraprofessionals, school counselor, social worker, nurse, psychologist, and speech therapist are all stakeholders in students' success.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Individually and as partners, the Vetal and Teachscape are fully committed to the rapid, transparent, dramatic and measurable transformation of student achievement at the newly-created Vetal School.

The proposed activities to drive, support and sustain this goal are embedded in three overarching levers of change:

1. **Transformation Leadership** – building the capacity of the leadership as successful transformed leaders who effectively mount, support, and sustain research-based change strategies and practices
2. **Effective Teaching** – promoting and supporting the use of research-based instructional strategies to ensure effective instruction in every classroom
3. **A Pervasive Data Culture** – collecting, analyzing and applying a range of achievement, instructional, operational, and trend data to identify needs, inform interventions, guide instruction, monitor implementation of the interventions, and measure their impact

Implementing activities associated with each of these three levers of change is based on five general operating principles:

- Incremental change confuses progress with success
- Keep doing what works, but stop doing what isn't working
- Collaboration is key
- Sustainability begins on day one
- The task is urgent

The following pages describe the school-based turnaround efforts that will be mounted by the Vetal and Teachscape partners. The activities are categorized as those focused on turnaround leadership and those focused on effective teaching. Since the intentional use of data is integral to both turnaround leadership and effective teaching, data-focused proposed activities are integrated within these categories.

Transformation Leadership

There is no longer any doubt that school leaders are the key ingredient in shaping school success (Bryk, et al., 2010; US Department of Education, 2010; Waters, Marzano, and McNulty, 2003). There is also no doubt that the tasks with which school leaders are charged are both comprehensive and complex, far too much for any one person to handle successfully. In view of this, we are defining "leadership" broadly to include

principals, assistant principals and the members of the Instructional Leadership Team. Proposed activities are designed to build the capacity of effective transformation leaders follow.

- **Provide ongoing and job-embedded professional learning.** In collaboration with school leaders, Teachscape staff will use needs assessment data, instructional data, student achievement data and operational data to develop a unique professional learning program for instructional leaders at Vetal. The data-informed professional learning will be guided by Teachscape's rich library of research-based and practice-focused multimedia modules that are Internet-based and available on demand and feature:
 - *Video resources:* (1) *best-practice videos* to show the research-based practices in action in the classroom; (2) *commentaries* by noted researchers that are designed to provide a research-based perspective on the practices illustrated; and (3) *teacher reflections* to promote better understanding of the featured teacher's instructional decisions
 - *Text resources* designed to deepen content understanding: (1) *background material* focused on building academic background knowledge and the featured pedagogy; (2) *research summaries* that support the featured practice and help teachers understand why and how the practice works; (3) *classroom resources*, including lesson plans, sample student work products from the featured lesson, assessments (including rubrics) for assessing the student work, and suggestions for addressing the diverse learning needs of students; (4) *professional books*; and (5) *activities* to build knowledge
 - *Graphical models* that enable participants to manipulate and engage with the content in order to: (1) *deepen content knowledge* for teaching; (2) *promote greater understanding* of complex topics; and (3) *illustrate key ideas*.
 - *Communication and collaboration tools* designed to: (1) *support ongoing communication* among professional learning community members; and (2) *provide a virtual forum* for participants to collaborate on their work, reflect on their practice, assess student work products, share action research, and provide on-demand communication and collaboration

These professional learning resources will serve to inform and focus the professional learning activities for both instructional leaders and teachers. They will lay the foundation for a common set of reference experiences and vocabulary to enrich professional conversation about the work of teaching. Learning activities, which will take place within practice-focused professional learning communities, include:

- Analyzing and discussing best-practice videos
- Reading and applying pertinent research
- Studying and discussing professional literature

- Applying and analyzing the results of the featured practices
- Assessing the impact and outcomes of the practices
- Engaging in ongoing professional discussions
- Providing ongoing review and refinement of the professional learning

In addition, Teachscape will support the school leadership by modeling and co-developing effective approaches to strategic planning, data analysis, and developing data-informed professional development for teachers. Progress monitoring instruments will be used to assess the progress of the instructional leaders relative to the goal.

- **Develop leadership-focused PLCs to share best practices and solve common problems of practice.** To overcome the traditional isolation of leaders, Teachscape will convene monthly cohort meetings of the Vetat principal and principals of the other partnership schools.

Each monthly cohort meeting will be scheduled for a full day and will focus on using data to support and sustain the improvement efforts, discussions of effective ILT strategies to share site-based leadership and drive the instructional improvement efforts, exploring research pertinent to turnarounds, scaling effective practices across schools, sharing successes, discussing challenges and planning together to solve common problems of practice. Teachscape technology-mediated resources and a body of professional literature will guide and inform the cohort meetings.

Additionally, the partners will schedule a two-day Transformation Leadership Academy to study turnaround topics in depth.

- **Promote and lead data-informed professional development.** As instructional leaders, the principal and ILT members are charged with identifying and addressing the general and specific professional learning needs of the faculty. As a partner, Teachscape will provide participants with a data-mediated tool, the Classroom Walkthrough (CWT) tool, and a comprehensive process for identifying the instructional practices that shape Vetat's student outcomes. The process includes setting a purpose for classroom walkthroughs, collecting and analyzing the walk data, convening reflective meetings with faculty to review the data and to develop action plans based on the data-informed needs. The tool will then be used to measure changes in the professional practices identified.

This tool and process is critical for identifying areas for instructional improvement, for developing consensus-driven action plans to address the areas of concern and for measuring the impact of the interventions relative to changes in practice. With the Internet-based professional learning resources, CWT helps shape a robust system for implementing and sustaining professional growth.

- **Monitor and measure the impact of the professional development on practice.** As PD leaders, the principals will use the Classroom Walkthrough tool and process to monitor the implementation of the data-informed PD and assess its impact on student achievement. It is expected that some of the proposed intervention strategies will be more effective than others in changing instructional practices and student outcomes. These will be identified as part of the overarching improvement process (Plan – Do – Study – Act) and care will be taken to ensure that the instructional leaders identify and spend their time and efforts focusing on what works, not on what doesn't.
- **Partner with parents and others to develop a safe and orderly climate that meets students' social, emotional and health needs and a culture that supports improvement goals.** Principals need to develop safe and orderly achievement-focused environments. The school and Teachscape partners will work closely to develop the collaborative, achievement-focused culture envisioned by:
 - Developing professional learning focused on shaping and sustaining a culture of high expectations that includes a core of common classroom-based routines and practices and the shared belief that students can learn to high standards. Professional readings, video analysis and reflective discussions will be used to inform this activity.
 - Supporting the development of shared leadership teams (ILTs) to promote and support a culture that is built on collaboration around effective teaching and learning and developing an overarching achievement-focused school culture. The Vetat Instructional Leadership Teams will serve as the structure to define, promote, support and sustain instructional improvement.
 - Ensuring parent engagement with and support of the plans to develop a safe and orderly school environment by disseminating and promoting the positive discipline plan and by providing parent workshops to help them align their efforts with the Vetat student behavior approaches. To ensure as much parent participation as possible, Vetat will offer multiple parent workshops focused on the plans for safe and orderly environments, as well as enlisting community partners to help spread the word through their organizations.
 - Enlisting community partners to address the social, emotional and health needs of the Vetat students through school-based interventions and recommendations for off-site follow-up. A number of these partnerships have been forged already. Teachscape will help the school assess the efficacy of each, and either provide recommendations for improving the outcomes of the partnerships or identify more effective partners to support the holistic needs of the students.

- Providing meaningful ways for the adults to collaborate with, support and learn from each other, such as the common prep periods and Saturday sessions defined by Vetat. Since collaboration does not “just happen,” Teachscape partners will work with the instructional leaders to frame collaborative activities and problem solving that will bring the adults together in the most authentic way possible around the work that they do to drive improved student outcomes.
- Decreasing the risk of negative impacts on student learning and staff morale by developing strategies for improving attendance of both students and teachers. Teachscape will work with school leaders to analyze attendance trends and patterns and use this to frame data-informed intervention programs.

It is important to note that relying on cultural shifts alone to drive improvements is a slow process. Vetat, like all low-performing schools, needs to promote speedy and focused interventions that yield visible results, such as improving the school’s appearance, decreasing behavioral “incidents,” ensuring each students has sufficient books and supplies, etc.

- **Provide ongoing mechanisms for parent and community engagement.** Vetat has plans in place to promote increased and improved parent and community engagement. Teachscape will work closely with the school’s ILT to interview parents and community representatives and, based on the outcomes, develop a range of opportunities to engage parents and communities in promoting and supporting high achievement for all students through strategies such as monitoring academic progress of their children; volunteering to work with struggling students; mentoring; linking with community organizations to provide social, emotional and health interventions; donations; etc.

Each of the identified programs will include an evaluation component to determine which are working best. Again, leaders will then spend their time on what is working, not on what isn’t.

- **Extending or restructuring the school day to add time for building, improving and/or sustaining relationships among student, faculty and other school staff.** Vetat is both extending and restructuring the school day and the impact of this is to create a significant opportunity for teachers to build professional relationships by collaborating around their work, to provide professional learning in a relaxed environment, for students to develop deeper relationships with caring adults, to schedule student social and emotional support services from community partners, to meet with parents and engage them meaningfully in their children’s academic growth, and for the Vetat/Teachscape partners to collaborate more strategically. The options are vast, and the potential returns are great, but the risk of not exploiting this “gift” of extra time is large.

Effective Teaching

Although the works of Sanders and Rivers (1996) made the impact of effective and ineffective teaching clear, there has been less clarity and less agreement about what constitutes effective teaching. Consensus is developing, however, around factors that help support effective teaching. These include providing a rigorous, aligned, viable and visible standards-based curriculum and the intentional use of research-based instructional strategies proven to raise student achievement (Bryk, 2010; US Department of Education, 2010; Lezotte, 1991). The partnership between Vet al and Teachscape will reflect these indicators, among others.

- **Use data to identify and implement a research-based instructional program that is aligned both vertically and with the state standards.** Materials for instructional programs will be vetted through the *What Works Clearinghouse* as well as through research reports on the efficacy of the materials. Once the curriculum is designed, the Teachscape partners will provide access to a technology based curriculum tool that will align the curriculum horizontally and vertically, and ensure it aligns with the MDE and Common Core Standards.

In addition to the aligned curriculum, the tool will also generate pacing guides, with accommodations for re-teaching and enrichment. The curriculum tool also supports collaborative lesson studies that support teacher teams in identifying effective instructional strategies and practices and in supporting data-informed instruction

- **Conduct reviews to ensure the curriculum is implemented with fidelity and is impacting student achievement.** Recognizing that even the best and most aligned curriculum is not effective if it is not implemented with fidelity, the partners will use part of the common prep periods each week to determine the degree to which teachers are implementing the curriculum with fidelity. The Teachscape/Vet al partners will customize the CWT tool to gather weekly data about the degree of fidelity with which each teacher is implementing the curriculum and enhance the observational data with evidence collected through the review of lesson plans and student work products.

Based on the evidence gathered through walkthroughs and analysis of documents, teachers will be categorized relative to high, medium and low degrees of fidelity. Specific professional development, designed by both partners, will be provided for teachers with medium to low degrees of fidelity to the curriculum. The professional development will include inter-visitations, video analysis, coaching and deep analysis of the scope and sequence of the curriculum studied.

- **Promote and support the continuous use of student data to inform instruction and meet student learning needs.** With a panoply of benchmark

assessments, progress monitoring assessments, diagnostic assessments and formative assessments, student data can quickly become overwhelming. Teachscape and Vetal partners will work collaboratively to develop an organizational structure for integrating the various data reports and analyze the data to identify student learning needs and inform instructional groupings. Vetal has developed a number of approaches, including data notebooks for each teacher, data review sessions and posting student progress on data walls. Additionally, the partners will collaboratively develop data literacy workshops using text and video learning materials, provide guided and self-guided studies of data analysis techniques and offer small group coaching for teachers in need of additional support.

Transformations must focus on driving high achievement by continuously using data to inform instruction. The data analysis component is critical to the success of the initiative. The efficacy and efficiency of the proposed approaches will be studied as part of the ongoing continuous improvement process and data-informed modifications will be made to improve the process.

- **Promote and support the use of various forms of formative assessments to inform teaching practice.** All effective instruction, including tiered instruction, is guided and informed by ongoing formative assessments. Teachscape will offer professional development for teachers to identify multiple forms of formative assessments and use data from the analysis of these to inform their instruction. Formative assessments to be featured will include: classwork, homework, projects, discussions (both student–student and student-adult discussions), teacher-made tests, end-of-chapter/unit tests and others identified by the teachers.

As teachers become adept in identifying, implementing and analyzing data from appropriate formative assessments, professional learning will focus on developing an authentic understanding of the academic strengths and needs of each student to guide instructional grouping and differentiation.

- **Provide PD on strategies to support students with special education needs in the least restrictive environment.** Classroom environments have never been more diverse relative to student learning needs and capabilities, and teachers are often challenged to find effective ways to meet the learning needs of all their students.

Because there is as much diversity within this labeled group as across groups, Teachscape will work closely with the school leadership to identify specific concerns relative to the youngsters with IEPs, 504s or other identified needs in specific classrooms. As these are identified, the partners will work collaboratively to develop a PD program to build the capacity of classroom teachers to support the students in

the least restrictive environment. Ongoing progress monitoring will be an integral part of the differentiated approach for the students.

- **Use and integrate technology-based interventions.** Vetal S/R is using a range of student-facing technology-based interventions, including Accelerated Reader and Accelerate Math to improve student learning outcomes. These interventions have proven to be effective in engaging students and improving achievement. Based on this, the ILT will convene a group to review other possible interventions, such as Read 180 for the middle school students, and make recommendations for their adoption. As the interventions are adopted, their use will be incorporated into the pacing guide to ensure they are supported coherently.
- **Provide increased learning time.** Increasing the time available for learning provides schools with opportunities to offer children the time they need to learn challenging content and integrate content with prior learning. It also provides classroom teachers the time they need to offer children individual support. In recognitions of these benefits, Vetal has already structured a longer school day to increase learning time and improve academic outcomes.

To ensure this extra time is used as effectively as possible, Teachscape will work closely with school leaders to help teachers learn and apply research-based strategies to improve their instruction and increase student learning. Close monitoring will help ensure the strategies are implemented and that students are progressing relative to their learning goals.

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2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

Like many schools in Detroit, the student population at Vetat is comprised predominately of African Americans. The only subgroups of note are students with disabilities and males vs females. And, in fact, achievement data reveal that students with disabilities at Vetat perform at a lower level on average than student without disabilities, and that males tend to perform at a lower level than females. Thus while improvement efforts at Vetat will focus on raising student achievement for all students, it will be important to pay special attention to meeting the needs of both of these subgroups. Doing so will require continually disaggregating all summative and formative achievement data to first establish a baseline and then to continuously monitor improvement of students with disabilities and male students. These data analyses will inform the identification of research-based instructional strategies for supporting the growth of these students. Fortunately research and best practice literature has identified a range of instructional strategies that have been shown effective at raising the achievement of students with disabilities and African American boys. The key is for teachers to be able to effectively implement these differentiated strategies. As many have noted, doing so on a daily basis is a demanding challenge. This is why having both a strong improvement plan and associated resources in place is so critical.

Teachscape will support the staff at Vetat in their ongoing efforts to disaggregate and analyze achievement data, and to identify and support the implementation of research-based instructional strategies shown to be effective with Vetat's subgroups. This work will be conducted within grade-level teams and ILT, indicating, again, the importance of those collaborative structures, and of the distributed instructional leadership required for them to function in a productive manner. The technology-enhanced analytic tools and web-based instructional resources that Teachscape has developed and the ongoing instructional leadership coaching and support it will provide will be central to the efforts to ensure success for all students at Vetat Elementary-Middle.

ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

Data Director will be a key tool for collecting, analyzing and sharing student performance data. This web-based system enables teachers to scan, upload and create reports of the results of benchmark assessments. Teachers can run student performance reports at the class and individual level, and disaggregate those reports to target subgroup performance or to focus on particular learning

Grade Level Content Expectations (GLCEs). They can also run longitudinal reports to show progress over time. Administrators can run reports at the district, school, grade-level, class and individual level. All teachers and administrators will have usernames and passwords that enable them to securely log on to the system anywhere they have internet access. Reports from the system can also be generated and shared with external stakeholders.

The quarterly benchmark data can be viewed from either a formative or a summative perspective, depending upon the context. The results can serve a formative purpose when they are analyzed in order to inform ongoing adjustments to instruction. This process is more fully discussed below.

Benchmark assessment results can be viewed from a summative perspective in that they provide a snap shot of how well individual and groups of students are performing at any point in time. This is data that can be used to keep internal and external Vetat stakeholders apprised of overall student progress. Assuming the benchmark assessments are well aligned with MEAP, they can provide a good indication of how well students are likely to perform on high stakes summative assessments. Staff at Vetat can also generate summative reports on individual students for use in parent conferences, or grade-level or school wide reports to share with larger groups concerned with overall progress at Vetat.

While benchmark assessments results will provide a good indication of how well students at Vetat are progressing, it will be important for staff to also collect, report and analyze a range of other data which together with the benchmark results begins to paint a three dimensional picture of student performance at Vetat. Other achievement data include the results of various formative assessments such as DiBELS, Burst, STAR Reading and Math, and the Success for All Program the staff is planning to implement this coming year. Other important indicator data includes behavior and attendance statistics, the latter of which has proven to be a major factor contributing to DPS schools' inability to make AYP. And as many have noted, there is an iterative correlation between academic achievement and attendance and behavior—the more engaged students are in the learning process, the more likely they are to attend school and the less likely they are to engage in disruptive behavior (and the more they attend school the more likely they are to be engaged in the learning process).

- iii. **Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.**

This process involves analyzing a variety of formative and summative assessment data to identify which specific skills and concepts individual, class and grade-level groups of students are demonstrating mastery of, and which skills and/or concepts students are struggling to master, and then unpacking the specific misconceptions that lie behind those difficulties. The color-coded benchmark assessment reports generated by Data Director support this process. This process is further enhanced when it is triangulated with other forms of assessment data, including those generated through DiBELS, Burst, STAR Reading and Math, and other curriculum-embedded formative assessments, as well as the results of the yearly MEAP.

Making correlations between summative and formative assessment results and the instructional strategies employed by teachers enables decisions to be made about which strategies were effective, which were less successful, and how to best revise and improve those strategies to better meet the learning needs of all students. This is a demanding analytic process that is greatly enhanced by the Teachscape Classroom Walkthrough (CWT) process that enables efficient and effective collection and reporting of empirical instructional data. CWT reports reveal trends in instructional strategies and, when analyzed in conjunction with achievement data, reveal significant insight into not only why achievement patterns are occurring, but also what teachers can do to most effectively revise and improve their core instructional strategies and practices. CWT data can also reveal the degree to which staff are implementing a particular research-based strategy that may have been the focus of professional development. This is critical as research has indicated the difficulty teachers tend to have in effectively incorporating any new strategy into their existing repertoire.

Teachscape support providers will assist Vetat staff with implementing the key phases of the CWT process: understanding the look fors, calibrating perceptions of those look fors, conducting classroom walkthroughs, generating reports, analyzing CWT data reports to identify trends in instruction, correlating those CWT reports with student achievement results, and, most importantly, identifying ways to most effectively revise and improve instruction.

- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.**

The professional development plan for Vetat will be constructed to align with the specific professional learning needs relative to the goals in the School Improvement Plan and according to the needs as indicated in collected classroom data on

instruction and learning (using the Classroom Walkthrough process). We will target development opportunities for each high priority goal area (literacy, mathematics, and data-based decision making) in accordance with the NSDC Standards for Staff Development.

Without standards, professional development is “open to interpretation” by those planning, presenting, and participating. Interpretations may vary greatly and it is likely that differences in goals, purposes and expected learning outcomes as well as differences in the expectations for follow up, implementation and continued learning will emerge. It is also very likely that there will be differences in defining what is considered high-quality professional development. The professional development plan for Vetat will be grounded in the work of NSDC and its standards for quality professional learning.

According to NSDC – and based on the work of Georgea M. Sparks (1983) – **context**, **process**, and **content** standards are all critical to ensure that professional development improves student learning. Ignoring one dimension decreases the likelihood that intended results will be achieved.

- **Context** standards address the culture of the organization and describe critical structures that must be present for effective professional development to occur and to be sustained
- **Process** standards address the “how” of professional development and describe the learning processes used in the acquisition of new knowledge and skills
- **Content** standards address the “what” of professional development; content decisions are based on careful review of multiple data sets including student and teacher data

The professional development plan will cross all three domains in the recommended standards. Teachscape will play an important role in supporting this effort by co-planning and facilitating data-informed professional development for our faculty and staff in the following areas:

- Building content knowledge in literacy and/or mathematics
- Developing pedagogical knowledge with highly effective, research-based instructional strategies
- Data-based professional learning to enable teachers to develop the critical data capacity they need to engage in the cycle of continuous improvement

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District will establish the Office of Priority Schools which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

Successful implementation of the proposed improvement activities requires careful coordination to ensure coherence and data analysis to evaluate the impact of the activities and ensure continuous improvement to keep the efforts focused on one clear goal – dramatic and measurable changes in student achievement. The technical assistance and coaching provided by our improvement partner, Teachscape, is a critical factor in driving a successful change initiative.

The specific technical assistance and coaching support to launch, manage and sustain the change efforts and the staff responsible for coordinating these services are detailed below.

Required Technical Assistance for Data Collection and Analysis

Teachscape specialists will work closely with the instructional leaders of Vetat School to ensure that they develop the depth of knowledge and skills required to collect, analyze and apply data to inform decisions, then monitor the implementation of their decisions, measure their impact and revise/refine as needed to ensure continuous improvement.

- Provide training and support in using a technology-mediated tool and process to collect common instructional information in a common way and analyze the data to inform action plans.

Responsibility: Ed Greene and Melissa Marshall, Teachscape

- Develop and implement professional learning relative to using multiple sources of data to inform decisions, monitor their implementation, measure their impact and refine as indicated.

Responsibility: Teachscape Data Specialist (TBD); Marcia Morrow, School Principal

- Lead TA sessions to help school staff assess the implementation and impact of their data-informed action plans and revise these as part of a continuous improvement process focused squarely on raising student achievement.
Responsibility: Teachescape Data Specialist (TBD); ILT member, identified by School Principal
- Provide support to teachers in using data to inform instructional decisions, such as grouping, level of differentiation, etc. The assistance will include multiple supports, including modeling, co-planning, co-teaching, coaching instructional coaches and focused professional learning for the teachers.
Responsibility: Teachescape Data Specialist (TBD); ILT member, identified by School Principal
- Develop and implement parent workshops to help families focused on academic improvements. Since parent engagement has been an issue at Vetat School, it is clear that “business as usual” must change and that new strategies need to be defined and embraced.
Responsibility: Teachescape Data Specialist (TBD); Marcia Morrow, School Principal
- Support the development of strategies for students to track their academic progress relative to goal and help shape action plans to address gaps.
Responsibility: Teachescape Data Specialist (TBD); ILT member, identified by School Principal

Required Technical Assistance for Building Leadership Capacity

Teachescape specialists will also offer technical assistance and support to the instructional leaders at Vetat School to help them build their capacity as transformation leaders, focused on dramatically and measurably improving achievement.

- Develop and support achievement-focused Instructional Leadership Teams to build site-based capacity to drive and support the overall change efforts. This will include assistance with informing membership on the ILT, co-planning agendas, co-facilitating/modeling facilitation of ILT meetings, and developing the instructional leadership capacity of ILT members.
Responsibility: Marcia Morrow, Principal; Melissa Marshall, Teachescape
- Enhance the capacity of instructional leaders to understand effective practice and support them in promoting, leading and sustaining effective practice in every classroom. This includes identifying and understanding research-based practices to promote and lead their implementation, strategies to support teachers as they implement the strategies and help with identifying the degree to which they are applied and the impact of these on student achievement.

Responsibility: Marcia Morrow, Principal; Instructional Specialist (TBD), Teachscape

- Provide support in using data to create safe and orderly environments and a climate and culture positioned to support achievement. This includes proving TA in reaching out to multiple stakeholders to understand their views of the school climate and using data to identify concerns.

Responsibility: Marcia Morrow, Principal; Leadership Specialist (TBD), Teachscape

- Ensure the curriculum is aligned with state standards, paced appropriately and that teachers are implementing the aligned curriculum with fidelity. This includes using the Teachscape Curriculum tool to align and pace the curriculum and the walkthrough tool to ensure the aligned curriculum is presented with fidelity.

Responsibility: School Coach (TBD); Instructional Specialist (TBD), Teachscape

- Support the development of programs and strategies to engage parents in understanding academic expectations and goals and in supporting the academic achievement of their children

Responsibility: Marcia Morrow, Principal; Parent/Community Engagement Specialist (TBD), Teachscape

- Providing support and information on successful interventions for common problems of practice by convening all partnership principals monthly to share their efforts, deepen their understanding of research-based and proven practice and help overcome the isolation of school leaders.

Responsibility: Teachscape staff (TBD)

Required Technical Assistance for Promoting and Supporting Effective Instruction

Because there is no doubt that effective teaching improves student achievement, Teachscape instructional specialists will support the development of effective teaching through a range of technical assistance activities and tools proven effective in helping each teacher become a highly capable professional.

- Provide direct assistance to teachers in understanding, applying, assessing and revising research-based strategies in their ongoing teaching practice. This will include providing professional learning focused on effective instructional practices, modeling these for the teachers, helping the teacher integrate these with their planned practice, co-teaching and working as a “critical friend” to help the teachers understand how to improve their practice.

Responsibility: Marcia Morrow, Principal; Melissa Marshall, Teachscape

- Work with teachers to develop and implement a continuous instructional improvement process that is based on using data to inform and guide instructional practices based on student learning needs in a tiered instruction approach.
Responsibility: Marcia Morrow, Principal; Instructional Specialist (TBD), Teachscape
- Develop and implement effective strategies to improve attendance – faculty attendance and student attendance – because achievement suffers when there is a high rate of absences. Teachscape will support this effort by using data to understand attendance patterns and trends, and to ensure the school staff understands proven strategies and programs to address the identified patterns and trends.
Responsibility: Marcia Morrow, Principal; Instructional Specialist (TBD), Teachscape
- Provide technical assistance to promote a collaborative, reflective culture to support effective teaching and improve student learning. Teachscape will provide support by working with teachers to self-assess their practice relative to frameworks identified by the District, facilitate practice-focused reflective discussions, support inter-visitations and help support the development of a common core of practice at Vetat School.
Responsibility: Marcia Morrow, Principal; Instructional Specialist (TBD), Teachscape

Evaluation plays a central role in the pervasive data culture necessary to support and sustain the level of change needed to make every student at Vetat School successful. Marcia Morrow, the school principal, ILT members and Teachscape partners will be responsible for the ongoing collection and analysis of data to inform the transformation work.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

	Polices/ Practices	In Place	Under Consideration	Not Needed	
	• Leadership councils Composition		X		
	• Principal Authority/responsibility	X			
	• Duties – teacher	X			
	• Duties - principal	X			
	• Tenure	X			
	• Flexibility regarding professional development activities	X			
	• Flexibility regarding our school schedule (day and year)	X			
	• Waivers from district policies to try new approaches	X			
	• Flexibility regarding staffing decisions	X			
	• Flexibility on school funding		X		
	Job-Embedded Professional Development				
	Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X			
	Polices/ Practices	In Place	Under Consideration	Not Needed	

• Schedule	X			
• Length	X			
• Financing	X			
• Instructors		X		
• Evaluation	X			
• Mentoring	X			
Budgeting				
School funding allocations to major spending categories • School staff input on allocation	X			
• Approval of allocation	X			
• Change of allocation midyear	X			
Major contracts for goods and services • Approval process streamlined		X		
• Restrictions (e.g., amounts, vendors)		X		
• Legal clarifications		X		
• Process		X		
• Stipulations (e.g., targeted vs. unrestricted spending)		X		
• Timeline	X			
• Points of contact	X			
Auditing of school financial practices Process	X			
• Consequences	X			

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998